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Most of my education classes at Brooklyn College, prized themselves for adhering to Brooklyn College School of Education Conceptual Framework. Throughout, my educational journey as both a student and a substitute teacher, I have come to see these frameworks of: social-diversity, critical self-reflection, collaboration, and social justice, implemented in various ways.

As I read through the syllabus, I saw that we have to present our work to the class and we are supposed to receive feedback. Our **collaboration** is vital in helping each other succeed. We will be helping each other with our research by sharing thoughts, ideas and concerns. More importantly, this course promotes **social-diversity** due to the large number of topics we may choose to conduct our research on. Each of us will be focusing on different topics and will present different perspectives of said topics. The goal of our research is suppose to enable us to see things through a new light and help us become more aware of certain educational issues.

Everyone comes from a diverse background with experiences that may or may not match ours. With that in mind, most classrooms including this research class have been designed to promote **social-justice.** Our class for example, is set up to embrace multiculturalism while allowing each of us to have the same learning opportunities made available to us. Rightfully, all students should have the same equal opportunities in the classroom. However, this is not always the case. The economy has gotten worse and resulted in severe budget cuts. These budget cuts then leads to a lack of vital resources needed to promote educational growth. For instance, some school districts cannot afford to place laptops in every classroom. Instead, one classroom may become a classroom enriched in technology use, while another might become more of a traditional classroom. This is what happened in a previous school I subbed at. Students were performing better in the class that had computers because they were able to go on virtual field trips almost weekly. Their lessons were more engaging than the classroom that had no laptops. Eventually, the two classroom teachers decided to share the laptops and I could see how happy the students were when they were using the laptops. They were more focused and engaged. Unfortunately, this is what happening across the nation. Teachers have to share resources with other teachers.

In this course, it appears that we are encouraged to share resources with each other. Our collaboration is vital in our self growth because it not only broadens our perspective of the world but towards how we view ourselves. It helps leads us to **self-reflection**. **Self-Reflection** allows us to think about methods we used to approach a lesson, problem, and/or topic. We are able to focus on what we have done and how we could alter our choices to better suit our students and/or to modify our failed attempts. This is one of the goals of our action research. We are examining an issue and trying to figure out the reasons why it works and why it does not while proposing changes that could be made.

Work Cited

School of Education Conceptual Framework

<http://schooled.brooklyn.cuny.edu/IR-CF.htm>